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Motivation And Competency Factors Influencing Tutors Performance in Educational Equality of Study Group Musi Banyuasin Regency

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ABSTRACT

Purpose: This study discusses the effect of motivation and competence on tutor performance.

Design/methodology/approach: This study uses SPSS version 20 program data management techniques and is tested using multiple linear regression equations.

Findings: The results of the study simultaneously produce an R^2 (R square) of 0.169 indicating the variable competence and work motivation affect tutor performance by 16.9%, and the remaining 83.1% is influenced by other variables.

Research limitations/implications: There are only two variables considered in this paper: motivation and competence

Practical implications: While partially there is an influence between motivation on performance that produces a tcount of 3.501, and there is no influence between competence on performance with the result of a count of 1.820.

Originality/value: This study calculates and finds out the truth of the variable competence and work motivation affect tutor performance.

Paper type: Research Paper

Keywords:

Performance, Motivation and Competence.

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I. INTRODUCTION

The performance of human resources (HR) in an organization greatly determines the existence, development and sustainability of the organization concerned in the future. Performance refers to the achievement of human resources which is measured based on the standards set by the agency or company (Hasibuan, 2010). Therefore, it greatly determines the ability of the organization to carry out its functions properly. Performance is influenced by both external and internal factors (Wirawan & Sudharma, 2015).

Among the internal factors that affect performance is motivation. According to Wibowo, (2014) motivation is the factors that lead to and encourage behavior to carry out an activity which is stated in the form of hard and weak. Hard motivation will encourage HR to maximize their efforts so as to provide the best results. These results will have an influence on the achievement of good performance as well. Apart from motivation, competence also affects performance. According to Wibowo, (2014) competence is the ability to carry out or perform a job or task that is based on skills and knowledge and is supported by the work attitude demanded by

the job. Competence also shows the characteristics of knowledge and skills possessed or required by each individual which enables them to perform their duties and responsibilities effectively and raise the standards of professional quality in their work. Good ability will support the success of HR in carrying out tasks that have an impact on overall organizational performance.

The SKB Non-Formal Education Unit in Musi Banyuasin Regency is a government institution under the Education Office that is tasked with equivalent education in the form of packages. Package B is equivalent to SLTP and Pursue Package C is equivalent to SMA which is available in several locations, namely in Sekayu District and Lawang Wetan District. One of the functions of equality education is to empower the potential and existing educational facilities in the community in a deliberate learning situation so that it is hoped that the potential and available facilities can be optimized by tutors for learning and achieving competence for learning citizens. One of the potentials and facilities that might be utilized by equality education tutors is the availability of learning support tools which include computers, TV, interactive VCDs, VCD players and internet channels that can be used for the teaching and learning process.

The role and function of the tutor in the learning process still dominates and has a strategic role so that the success of educational goals is highly dependent on the contribution of the tutor's performance. The success achieved by the learning community is largely determined by the manner and ability of the tutor in delivering teaching materials. The tutor is a component that occupies a central and very strategic position in the education system. Because tutors determine the implementation of quality education, only with tutors who are competent, professional and have a good personality can teaching and learning activities take place smoothly and with quality.

This is where the work motivation of the tutors is required to develop quality human resources. The implementation of the tutor's work motivation in performing the task will depend on the ability and seriousness of his work. A tutor who has low work motivation will usually have difficulty in carrying out his duties and work so that he will give up on the situation rather than trying to solve it. Unlike a tutor who has high work motivation, if there is difficulty in carrying out their duties and work, they will try to solve it.

Becoming a tutor without work motivation will quickly feel bored because there is no driving element. Tutors who are motivated will have a passion for work, willing to work hard by contributing all their thoughts, abilities, skills to achieve educational goals. The tutor becomes an educator because of the motivation to educate. If you don't have motivation, the tutor will not succeed in educating or if you teach because you are forced to, the results will be less than optimal. Motivation is a potential strength that exists in a human being that can be developed by himself which can affect the results of his performance positively or negatively. The number of tutors and students in the Non-Formal Education Unit SKB (Learning Activity Center) Musi Banyuasin Regency can be seen in the table below:

Thus motivation becomes the actualization of a tutor to improve their performance. However, in reality there are many tutors who are less motivated, this is due to the lack of competition between tutors. Tutors teach only to fulfill their demands or obligations in teaching without paying attention to students' abilities in understanding the learning material, while tutors are required not only to be able to teach but also to be able to educate and improve competence in teaching, so as to create competition between tutors to become exemplary and competent tutors.

Based on the results of interviews of researchers with students at the Non-Formal Education Unit SKB Musi Banyuasin Regency regarding the performance of the tutor, it was stated that the tutor's performance had not been good enough, this was indicated by the lack of tutors in mastering and delivering learning material well so that students had difficulty accepting and understanding the material, explaining the material is too fast, and there are still tutors who teach only give assignments after that they just leave it unattended. In addition, it was also found that there were tutors who were less skilled in using learning media, did not apply various learning models, did not activate students in learning so that it did not generate and arouse students' thinking skills.

II. THEORETICAL FRAMEWORK

A. Motivation

According to Mulyono & Hariandja, (2009) motivation is the factors that direct and encourage a person's behavior or desire to carry out an activity that is expressed in the form of hard or weak efforts. According to (Handoko, 2011) suggests that motivation is a person's personal condition that encourages an individual's desire to carry out certain activities in order to achieve goals.

Work motivation is very important, because motivation can lead to, encourage employees to behave positively so that they are willing to work hard and enthusiastically to achieve optimal results (Desi Kristanti & Pangastuti, 2019). People want to work to fulfill their needs, both conscious needs and unconscious needs in the

form of material and non-material, physical and spiritual needs. In addition, motivation is a strong driving force to do something, where this motivation differs from one employee to another.

There are several theories of motivation according to experts, including Maslow's theory Mulyono & Hariandja, (2009) which is described in a hierarchy of five needs in the form of physiological, social, belonging, self-esteem, and self-actualization needs. Furthermore, Abraham Maslow argued that adults (subordinate equality education tutors) normally have to meet at least 85 percent of physiological needs, 70 percent of safety needs, 50 percent of social needs, 40 percent of reward needs, and 15 percent of self-actualization needs. If not fulfilled, the equality education tutor will experience self-conflict, family, and it could also be a cause of work conflict. Thus, if the need for equality education tutors is not met, the leader will experience difficulties in motivating the work of equality education tutors.

B. Competence

According to Moehariono, (2014: 5) competence is a characteristic that underlies a person related to the effectiveness of individual performance in their work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria used as a reference.

According to Robbins & Judge, (2010: 38) competence is the ability or capacity of a person to do various tasks in a job, where this ability is determined by 2 (two) factors, namely intellectual ability and physical ability.

According to Mangkunegara, (2012: 40) human resource competence is competence related to knowledge, skills, abilities and personality characteristics that directly affect their performance.

According to Wibowo, (2014: 271) competence is the ability to carry out or perform a job or task that is based on skills and knowledge and is supported by the work attitude demanded by the job. Competence also shows the characteristics of knowledge and skills possessed or required by each individual which enables them to perform their duties and responsibilities effectively and raise the standards of professional quality in their work. Competency indicators are:

- a. Knowledge (Knowledge) Knowledge related to work includes: knowing and understanding knowledge in their respective fields and knowing knowledge related to new regulations, procedures, techniques in government institutions.
- b. Skills (Skill) Individual skills include: the ability to communicate well in writing and the ability to communicate clearly verbally.
- c. Attitude Individual attitudes, including: having the ability to communicate in creativity at work and high morale.

C. Performance

The performance of some of the opinions above, performance is a comparison of the work achieved by an equivalency education tutor with a predetermined standard. Performance also means the results achieved by a person, both quantity and quality in an organization in accordance with the responsibilities assigned to him.

According to Hasibuan, (2010) performance refers to the achievement of an equivalent education tutor as measured by standards set by agencies or companies. performance is a work result achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity as well as time.

Competence based on Nur, (2011) concerning Manpower: article 1 (10), "Competence is the work ability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards.

According to Mulyono & Hariandja, (2009: 194) organizations or companies need to know the various weaknesses and strengths of equality education tutors as a basis for improving weaknesses and strengthening strengths, in order to increase productivity and development of equality education tutors, it is necessary to carry out periodic performance assessment activities oriented in the past or the future.

According to Robbins & Judge, (2010: 260), performance can be measured using indicators: work quality, time efficiency, ability, effectiveness, and commitment.

D. Correlation of Motivation and Performance

According to Simamora, (2010: 21) states that motivation is one of the factors that affect performance. Low work motivation will lead to low performance. Employees with a high work vision make themselves happy and get their own satisfaction in their work, an employee will try to get maximum results with high enthusiasm, and always try to develop his duties and himself Anoraga, (2009: 19) The influence of motivation on performance has been carried out by Indarti, (2015) with the results of motivation proven to have a significant effect on the performance of high school economics teachers in Palembang. (Hartanti & Yuniarsih, 2018) also gave the same results on teacher motivation in Vocational High Schools.

E. Correlation of Competence and Performance

According to A. Wibowo & Wartini, (2012) competence is a person's ability to carry out or do a job or task that is based on skills and knowledge and is supported by the work attitude demanded by the job. Employee performance which is the result of work performed by employees depends on their abilities. This ability is one of the competencies that the employee has. Optimal work results are very much determined by the abilities of the employee. For example, in achieving quality work results, knowledge and skills of employees are needed both in the general field and related to their field of work.

Rahardjo & Sri, (2014) prove that there is a positive and significant influence of competence on the tutor performance of all public high schools in Tegal City. Hartanti & Yuniarsih, (2018) also gave the same results on the competence of teachers in Vocational High Schools. On the other hand, Turangan, (2017) found a negative effect of competence on the performance of SMA Negeri 1 Manado teachers.

III. RESEARCH METHODS

This research design uses causality Lai & Sanusi, (2013) namely: a research design designed to examine the possibility of a cause-and-effect Correlation between variables. The data sources are primary and secondary data (Triatmoko et al., 2014), with questionnaire data collection techniques and documentation (Sunyoto, 2013). The variables and indicators used are shown in the following table:

Table 1. Variable Operationalization

Variable / Operational Definition	Dimensions	Indicator
Motivation are the factors that direct and encourage a person's behavior to do something in the form of hard or weak efforts.	1. Physical Needs.	Salary
	2. The need for security.	Insurance
	3. Social needs.	JusticeGuarantee
	4. Needs self-esteem.	Leadership with subordinates
Competence is the ability to carry out or perform a job or task which is based on skills and knowledge and is supported by the work attitude demanded by the job.	1. Self-actualization needs	
	1. Knowledge	Tutor's knowledge and insight
	2. Skills	Expertise and Understanding
	3. Attitude	Good Attitude to Students
Performance refers to the achievement of an equivalency education tutor as measured by the standards set by the agency or company.	1. Quality performance	- Quality tutor
	2. Work time efficiency	- Punctuality
	3. Ability	- High ability
	4. Effectiveness	- Time effectiveness
	5. Work Commitment	- Compliance with regulations

Source : Mulyono & Hariandja, (2009), B. D. Wibowo, (2014) dan Hasibuan, (2010)

The population in this study Malhotra et al., (2009) was all of the Learning Group Equality Education Tutors at the SKB Non-Formal Education Unit in Musi Banyuasin Regency, totaling 70 people consisting of 33 junior high school level tutors and 37 high school level tutors. Samples were taken based on the Slovin formula Sugiyono, (2009) with an error rate of 5%, 60 samples were taken using purposive sampling technique with the following criteria:

- A tutor who works at the SKB Non-Formal Education Unit in Musi Banyuasin Regency
- Tutors who work for more than 1 year

c. Students who take chase package B and chase package C

The data obtained were then analyzed using multiple linear regression analysis techniques.

Conceptual of Framework

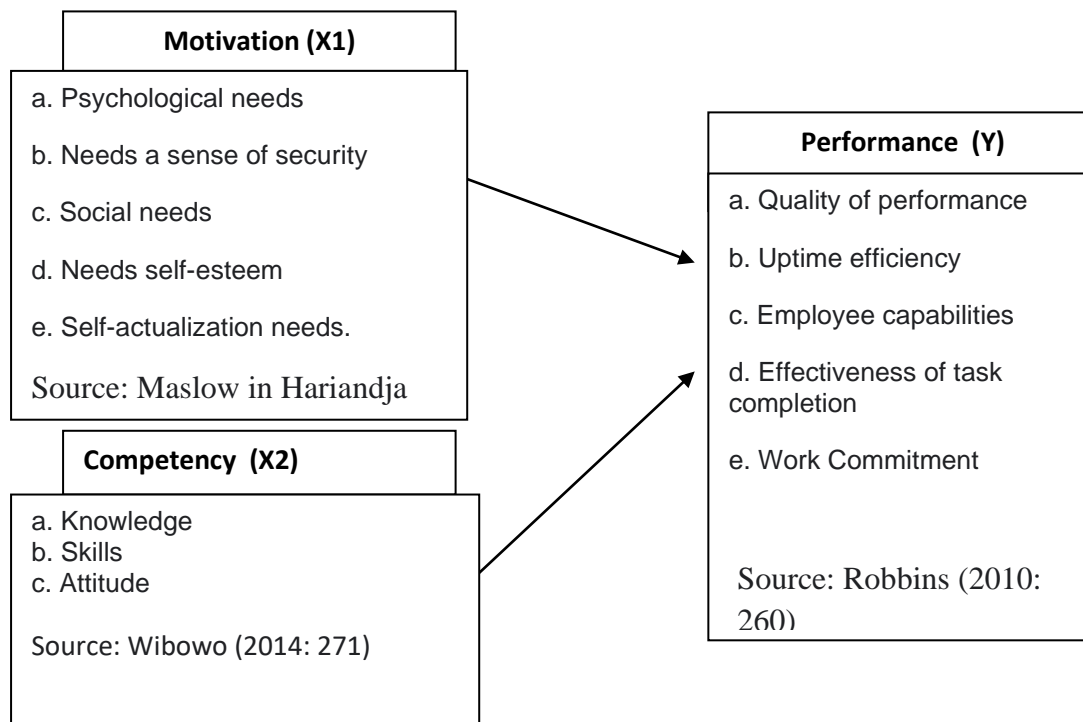


Figure 1. Framework

E. Hypothesis

The hypothesis proposed in this study is that there is an influence of motivation and competence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

IV. RESEARCH RESULTS AND DISCUSSION

A. Profile of Respondents

Based on gender, the respondents of this study consisted of 65% male and 35% female. Most of the respondents (60%) were 41-50 years old, while 40% of them were 31-40 years old. In terms of education, a number of 51.67% of respondents have an undergraduate education, 26.67% have a D3 education, and 21.67% of the respondents have a master degree.

B. Description of Respondents' Answers

The following shows a table of descriptions of the answers of the respondents to the indicators being asked in a row.

Table 2. Description of Answers to Work Motivation (X1)

Statement	ST S	N	SS
Psychological needs			
My salary is sufficient to meet the needs of where I live	3	2 1	12
Security needs			
I work under safety insurance.	3	1 1	17
Social needs			
I feel that I am not differentiated from my colleagues at work.	6	7	24
Need for Self-Esteem			
The organization rewards me for satisfying work results.	3	1 1	23
Actualization Needs			
The leadership gave me the opportunity to be creative at work.	1	1 2	20

Source : Primary data Processed, 2018

In table 2, it appears that most of the respondents agreed to the work motivation variable. This shows that there is an assessment of the high work motivation of the learning group equivalency education tutors at the SKB Non-Formal Education Unit in Musi Banyuasin Regency. The salaries received by employees have been good enough to meet their needs. Employees have also received health insurance from the company, employees feel that they are not differentiated from their colleagues at work, the organization has given bonuses to employees for satisfying work results, and leaders have provided opportunities to be creative in their work.

Respondents' responses as in table 4 indicate that most respondents agreed and strongly agreed with the Competency variable. This shows that there is no significant effect of competence on the performance of SKB education tutors. All SKB education tutors have good enough knowledge, can solve problems with their knowledge, are able to complete work with the skills they have, understand every root problem that occurs, and always show a good attitude towards their students

Respondents' responses as in table 5 indicate that most of the respondents agreed and neutralized the tutor's performance items. All SKB Education Tutors already have a high enough quality of work, are present on time in class at teaching hours, have the ability to teach students in class, and are obedient to all work rules and procedures established in a job.

Table 3. Validity Test Results

No.	Variable/Indicators	r Count	r table	information
Motivation (X ₁)				
1	Item 1	0,533	0,254	Valid
2	Item 2	0,634	0,254	Valid
3	Item 3	0,732	0,254	Valid
4	Item 4	0,744	0,254	Valid
5	Item 5	0,384	0,254	Valid
Competency (X ₂)				
1	Item 1	0,415	0,254	Valid
2	Item 2	0,565	0,254	Valid
3	Item 3	0,550	0,254	Valid
4	Item 4	0,663	0,254	Valid
5	Item 5	0,271	0,254	Valid
Performance (Y)				
1	Item 1	0,451	0,254	Valid
2	Item 2	0,547	0,254	Valid
No.	Variable/Indicators	r Count	r table	Information
3	Item 3	0,381	0,254	Valid
4	Item 4	0,497	0,254	Valid
5	Item 5	0,501	0,254	Valid

Source: Primary data processed, 2018

Table 3 shows that the correlation between each indicator to the total construct score of each variable shows a significant result, and shows that $r \text{ count} > r \text{ table}$. So it can be concluded that all statement items are declared valid.

Table 4. Reliability Test Results

No	Variable	Alpha	Information
1	Motivation (X ₁)	0,741	Reliable
2	Competency (X ₂)	0,645	Reliable
3	Performance (Y)	0,632	Reliable

Source: Primary data processed, 2018

The results of the reliability test indicate that all variables have a fairly large Alpha coefficient, which is above 0.60, so it can be said that all the measuring concepts of each variable from the questionnaire are reliable so that further items in each of these variable concepts are suitable for use as a tool measuring.

C. Classic Assumption Test

Table 5. Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2,34980576
	Absolute	,087
Most Extreme Differences	Positive	,062
	Negative	-,087
Kolmogorov-Smirnov Z		,676
Asymp. Sig. (2-tailed)		,751
a. Test distribution is Normal.		
b. Calculated from data.		

Source: Primary data processed, 2018

Based on the results of the output above, it is known that the significance value of 0.751 is greater than 0.05, so it can be concluded that the data tested is normally distributed

Table 6. Linearity Test Results

ANOVA Table							
			Sum Squares	ofdf	Mean Square	F	Sig.
Performance_Y *	Between Groups	(Combined)	89,433	9	9,937	1,463	,188
		Linearity	33,122	1	33,122	4,878	,032
		Deviation from	56,311	8	7,039	1,037	,422
	Within Groups		339,500	50	6,790		
Competency_X2	Total		428,933	59			

Source: Primary data processed, 2018

Based on the results of the analysis, it shows that the significance value (0.422) > 0.05, means that it can be concluded that there is a significant linear **Correlation** between the motivation (X1) and competence (X2) variables with the tutor performance variable (Y).

Table 7. Multikolinieritas Test Result

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	motivation_X1	,975	1,026
	competency_X2	,975	1,026

a. Dependent Variable: performance_Y

From the results above, it can be seen that the tolerance value (0.997) > 0.10 and the Varian Inflation Factor (1.026) < 10.00, so it can be concluded that there is no multicollinearity to the data tested

Table 8. Heterocedasticity Test Result

Correlations			motivation_X1	competency_X2	Unstandardized Residual
Spearman's rho	motivation_X1	Correlation Coefficient	1,000	,142	-,043
		Sig. (2-tailed)	.	,280	,745
		N	60	60	60
	competency_X2	Correlation Coefficient	,142	1,000	,002
		Sig. (2-tailed)	,280	.	,986
		N	60	60	60
	Unstandardized Residual	Correlation Coefficient	-,043	,002	1,000
		Sig. (2-tailed)	,745	,986	.
		N	60	60	60

Source: Primary data processed, 2018

Table 9. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	,490 ^a	,241	,214	2,391	1,829

a. Predictors: (Constant), Competency_X2, motivation_X1

b. Dependent Variable: Performance_Y

Source : Primary Data Processed 2018

Based on the results of the output above, it is known that the value of Dw (1,829), this value will be compared with the significance table value of 5%. The number of samples is 60 and the number of independent variables is 2 (K = 2), it is known that the value of dL (1.5144) < from Dw ((1.829), it can be concluded that there is positive auto correlation.

D. Analysis of Multiple Linear Regression Equations

Based on the multiple regression estimation with the SPSS program, the results are as shown in Table 10.

Table 10. Estimation Results of Regression

		Coefficients ^a		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	7,528	2,776	
	motivation_X1	,294	,084	,409
	competency_X2	,234	,129	,213

a. Dependent Variable: performance_Y

Source : Primary Data Processed, 2018

Based on table 13, it can be seen that the regression equation formed is:

$$Y = 7.528 + 0.294X1 + 0.234X2$$

Information :

Y = Tutor Performance

X1 = work motivation

X2 = Competence

From this equation it can be explained that:

- d. Constant (a). If all the independent variables have a value of zero (0) then the value of the dependent variable (Tutor Performance) is 7.528.
- e. The work motivation coefficient gives a value of 0.294, which means that if work motivation increases with the assumption that other variables are constant, the tutor's performance will increase and will increase in the tutor's performance.
- f. The competency coefficient gives a value of 0.234, which means that if the competence is good with the assumption that other variables are constant, the tutor's performance will increase.

Table 11. Coefficient of Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,490 ^a	,241	,214	2,391
a. Predictors: (Constant), competency_X2, motivation_X1				

Source : Primary Data Processed, 2018

The value of R2 (R Square) of 0.214 indicates that the variables of work motivation and competence affect tutor performance by 21.4%, while the remaining 78.6% is influenced by other variables not examined in this study.

E. Hypothesis Testing Results

Table 12. Simultaneous Regression Analysis Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103,160	2	51,580	9,025	,000 ^b
	Residual	325,774	57	5,715		
	Total	428,933	59			

a. Dependent Variable: performance_Y

b. Predictors: (Constant), competency_X2, motivation_X1

Source : Primary Data Processed, 2018

The results of statistical calculations show Sig F 0.000 $< \alpha = 0.05$, so H_0 is rejected and accepts H_a . This means that simultaneously work motivation and competence have an influence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

Table 13. Partial t-test results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7,528	2,776		2,712	,009
1 motivation_X1	,294	,084	,409	3,501	,001
competency_X2	,234	,129	,213	1,820	,074

a. Dependent Variable: performance_Y

Source : Primary Data Processed, 2018

From table 13, it can be seen that work motivation has a sig t value of 0.001 $< \alpha = 0.05$, so H_0 is rejected, meaning that partially there is a significant influence between work motivation on the performance of tutors at the SKB Non-Formal Education Unit in Musi Banyuasin Regency. In addition, competence has a sig t value of

$0.074 > \alpha = 0.05$, so H_0 is accepted, meaning that partially there is no significant effect of competence on tutor performance at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

V. DISCUSSION

A. The Influence of Work Motivation and Competence on the Performance of the Learning Group Equality Education Tutors at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

The test results prove that there is an effect of motivation and competence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency. The magnitude of this influence is considered small, because apart from work motivation and competence there are many other factors that also affect tutor performance. In order to achieve maximum tutor performance, we must understand the factors that affect the tutor's performance. The tutor's performance will increase when the influencing factors are harmonious and positive.

B. The Influence of Work Motivation on Equality Education Performance of Learning Groups in Non-Formal Education Unit SKB Musi Banyuasin Regency

The results of hypothesis testing prove that there is a significant influence between work motivation on the performance of learning group equivalency education tutors at the SKB Non-Formal Education Unit in Musi Banyuasin Regency. So from this case it can be concluded that partially work motivation affects the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

This result is in line with the findings of Hermansyah (2015) although using different indicators, namely intrinsic and extrinsic factors. Similar results were also provided by Riesminingsih (2013) with different indicators (responsibility, achievement, independence, development, and expectations). Likewise, the findings of Wahyudi & Sunaryo (2014) with the development of different indicators. This shows how much influence motivation has on performance.

C. The Effect of Competence on the Performance of the Learning Group Equality Education Tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency

The results of hypothesis testing prove that there is no significant influence between competence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency. So from this case it can be concluded that partially competence has an influence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

This result is in line with the findings of Hermansyah (2015) although using different indicators, namely intrinsic and extrinsic factors. Similar results were also provided by Riesminingsih (2013) with different indicators (pedagogical, professional, social, and classroom management competencies). Likewise, the findings of Wahyudi & Sunaryo (2014) with the development of different indicators. This shows how much influence competence has on performance.

D. Implementation of Research Results

The results of this study support the research conducted by Wiryo Raharjo and Sutomo (2014), it is known that hypothesis 1 test states that motivation has a positive and significant effect on tutor performance. The test results show that motivation has a positive but insignificant effect on tutor performance ($\beta = 0.098$, $\text{sig} = 0.142 \geq 0.05$). Based on the test results, hypothesis 1 (H_1) which is formulated that motivation has a positive and significant effect on tutor performance, is rejected. Whereas in hypothesis 2 it is stated that professional competence has a positive and significant effect on tutor performance. The test results show that professional competence has a positive and significant effect on tutor performance ($\beta = 0.686$, $\text{sig} = 0.000 \leq 0.05$). Based on the test results, hypothesis 2 (H_2) which is formulated that professional competence has a positive and significant effect on tutor performance, is accepted.

VI. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

- Simultaneously the variables of work motivation and competence have an influence on the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.
- Partially work motivation affects the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.
- Partially competence affects the performance of the learning group equivalency education tutor at the SKB Non-Formal Education Unit in Musi Banyuasin Regency.

B. Suggestions

Based on the conclusions that have been made, the suggestions that can be given in this study are:

- Tutors should improve a conducive organizational climate for the creation of better tutors' competence and work motivation so as to produce more optimal performance.
- For Non-Formal Education SKB Musi Banyuasin Regency should strive to encourage the creation of a conducive organizational climate for increased competence and motivation of tutors so that optimal performance will be created. As a leader, he must pay attention to the competence of the tutor and encourage the work motivation of the tutor so that the tutor's performance gets better. By doing so, it is hoped that this will enable the achievement of the goals desired by schools and the goals of national education.
- It is necessary to carry out other research or further by including other variables, for example the variables of principal leadership, commitment to school, and job satisfaction as variables that may affect tutor performance.

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